

Title II Workforce Investment Act of 1998
Adult Education and Family Literacy Act
P. L. 105-220

Missouri Adult Education and Literacy State Plan 2000 - 2004

Original Submitted: April 12, 1999
Revision Submitted April 1, 2007

Department of Elementary and Secondary Education
PO Box 480
Jefferson City MO 65102-0480

Policy of Nondiscrimination

Applicants for admission and employment, students, parents of elementary and secondary students, employees, sources of referral of applicants for admissions and employment, and all unions or professional organizations holding collective bargaining or professional agreements are hereby, notified that the Missouri Department of Elementary and Secondary Education (the Department) does not discriminate on the basis of race, color, national origin, gender, age, or disabling condition in admission or access to, or treatment, or employment in its programs and activities.

Any person having inquiries concerning compliance with the regulations implementing Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, is directed to contact:

Director of Human Resources
Missouri Department of Elementary and Secondary Education
PO Box 480
Jefferson City, Missouri 65102-0480
(573) 751-9619

This position has been designated to coordinate the Department's efforts to comply with the regulations implementing Title VI, Title IX, and Section 504.

**UNITED STATES DEPARTMENT OF EDUCATION
Office of Vocational and Adult Education**

**Adult Education and Family Literacy Act
Enacted August 7, 1998 as Title II of the
Workforce Investment Act of 1998 (Public Law 105-220)**

The Department hereby submits its revised State Plan extension to be effective until June 30, 2008. The eligible agency also assures that this plan, which serves as an agreement between State and Federal Governments under the Adult Education and Family Literacy Act, will be administered in accordance with applicable Federal laws and regulations, including the following certifications and assurances:

CERTIFICATIONS

**EDUCATION DEPARTMENT GENERAL
ADMINISTRATIVE REGULATIONS
(34 CFR PART 76.104)**

- (1) The plan is submitted by the State agency that is eligible to submit the plan.
- (2) The State agency has authority under State law to perform the functions of the State under the program.
- (3) The State legally may carry out each provision of the plan.
- (4) All provisions of the plan are consistent with State law.
- (5) A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
- (6) The State officer who submits the plan, specified by the title in the certification, has authority to submit the plan.
- (7) The agency that submits the plan has adopted or otherwise formally approved the plan.
- (8) The plan is the basis for State operation and administration of the program.

ASSURANCES
WORKFORCE INVESTMENT ACT OF 1998
(Public Law 105-220)

Section 224 (b) (5), (6), and (8)

1. The eligible agency will award not less than one grant to an eligible provider who offers flexible schedules and necessary support services (such as child care and transportation) to enable individuals, including individuals with disabilities, or individuals with other special needs, to participate in adult education and literacy (AEL) activities, which eligible provider shall attempt to coordinate with support services that are not provided under this subtitle prior to using funds for AEL activities provided under this subtitle for support services.
2. Funds received under this subtitle will not be expended for any purpose other than for activities under this subtitle.
3. The eligible agency will expend the funds under this subtitle in a manner consistent with fiscal requirements in Section 241.

SEC. 241. ADMINISTRATIVE PROVISIONS.

- (a) Supplement Not Supplant.—Funds made available for adult education and literacy activities under this subtitle shall supplement and not supplant other State or local public funds expended for adult education and literacy activities.
- (b) Maintenance of Effort.—
 - (1) In general.—
 - (A) Determination.—An eligible agency may receive funds under this subtitle for any fiscal year if the Secretary finds that the fiscal effort per student or the aggregate expenditures of such eligible agency for AEL activities, in the second preceding fiscal year, was not less than 90 percent of the fiscal effort per student or the aggregate expenditures of such eligible agency for AEL activities, in the third preceding fiscal year.
 - (B) Proportionate reduction.—Subject to paragraphs (2), (3), and (4), for any fiscal year with respect to which the Secretary determines under subparagraph (A) that the fiscal effort or the aggregate expenditures of an eligible agency for the preceding program year were less than such effort or expenditures for the second preceding program year, the Secretary—
 - (i) shall determine the percentage decreases in such effort or in such expenditures; and
 - (ii) shall decrease the payment made under this subtitle for such program year to the agency for AEL activities by the lesser of such percentages.

- (2) Computation.— In computing the fiscal effort and aggregate expenditures under paragraph (1), the Secretary shall exclude capital expenditures and special one-time project costs.
- (3) Decrease in federal support.—If the amount made available for adult education and literacy activities under this subtitle for a fiscal year is less than the amount made available for AEL activities under this subtitle for the preceding fiscal year, then the fiscal effort per student and the aggregate expenditures of an eligible agency required in order to avoid a reduction under paragraph (1) (B) shall be decreased by the same percentage as the percentage decrease in the amount so made available.
- (4) Waiver.— The Secretary may waive the requirements of this subsection for 1 fiscal year only, if the Secretary determines that a waiver would be equitable due to exceptional or uncontrollable circumstances, such as a natural disaster or an unforeseen and precipitous decline in the financial resources of the State or outlying area of the eligible agency. If the Secretary grants a waiver under the preceding sentence for a fiscal year, the level of effort required under paragraph (1) shall not be reduced in the subsequent fiscal year because of the waiver.

Missouri Department of Elementary & Secondary Education
(State Agency)

PO Box 480

Jefferson City MO 65102
(Address)

By: _____
(Signature of Agency Head)

Commissioner of Education
(Title)

(Date)

2.0 NEEDS ASSESSMENTS (No Revision Required by U.S. Department of Education)

2.0 The total population for the State of Missouri is 5,358,692 of which 3,939,284 persons are 16 years of age or older. There are 17% of these adults at level 1 and 46% are at level 1 or 2 as defined in the National Adult Literacy survey conducted by Portland State University. (See Appendix E)

2.1 Missouri adults 16 years of age or older include the following special populations:

1. 15% are low income adult learners who are educationally disadvantaged.

(Source: Missouri State Census Data Center).

2. 13% have a disability that is serious enough to limit their ability to work.

(Source: Census Predictors, Portland State University, 1996).

3. 18.5% are single parents and displaced homemakers.

(Source: Missouri State Census Data Center).

4. 12% have multiple barriers to educational enhancement while less than 1% have limited English proficiency.

(Source: Synthetic Estimates of Literacy, Portland State University, 1996).

5. 0.5% are criminal offenders in correctional or other institutions.

(Source: Missouri Department of Corrections).

6. 0.5% are homeless adults.

(Source: Missouri Association for Social Welfare, Missouri 1996 Homeless Census).

2.3 The University of Missouri statistically analyzed census data of the State of Missouri to determine the target population of eligible adult students for each school district. (See Appendix E)

3.0 DESCRIPTION OF AEL ACTIVITIES

- 3.0 Local Program applicants will determine what services are needed in the area to be served that are allowable under the act and will determine how these services will be provided. Services include:
1. AEL services which may include Workplace Literacy services.
 2. Family Literacy (See section 9.0 of the State Plan).
 3. English Literacy programs (English as a Second Language).
- 3.2 AEL funds will be used to support or provide programs, services, or activities for individuals who are 16 years of age or older and who are not enrolled or required to be enrolled in secondary school under Missouri State Law.
- 3.3 Exceptions may be made by the local program if they decide to use AEL funds for Family Literacy if such programs, services or activities are part of a Family Literacy program which meets the definition contained in the Act. AEL funds may be used to provide family literacy services under this subtitle.
- Prior to providing Family Literacy services with AEL funds, the local program must coordinate and utilize all programs and services not funded by AEL Title II funds. (Section 231 (d) of the Act)
- 3.4 AEL services will include program procedures to screen and instruct students with learning difficulties. Teacher training will be offered in screening and intake processes, instruction methods, and multiple modalities to support learning success for students who learn differently.

4.0 ANNUAL EVALUATIONS

4.0 The AEL Section of the Department will conduct comprehensive evaluations of approximately 20% of the local AEL programs each year.

4.1 Programs funded to Local Educational Agencies (LEA's) will be evaluated in conjunction with Missouri's School Improvement Program Evaluations when practical. The State of Missouri provides a comprehensive evaluation of every school district every five (5) years as part of the Missouri School Improvement program.

LEA's serving as the fiscal agent for the Carl D. Perkins Vocational and Technical Education Act funds are scheduled for an on-site evaluation review will simultaneously be scheduled for an on-site AEL program evaluation.

In agreement with 5 CSR 50-345.020, Policies on Waiver of Regulations, those school districts who apply for and receive a waiver from the MSIP evaluation will not have an on-site review conducted. Programs must however complete the Self-Monitoring Report for Adult Education and Literacy and submit this report to the Department along with the waiver application.

Programs funded to eligible agencies or institutions other than LEA's will be evaluated independently by Department staff using the same standards used to evaluate LEA AEL programs.

4.2 On-site evaluations will be conducted as outlined in Appendix F (revised for Fiscal Year 2007).

4.3 All programs will conduct and file with the Department a program evaluation annually to determine the effectiveness of AEL activities provided by the program as outlined in Appendix F (revised for Fiscal Year 2007).

4.4 Local programs' annual evaluation activities will include follow-up of students at 6 months, 12 months, 18 months, and 24 months after leaving the program.

5.0 PERFORMANCE MEASURES

5.0 Eligible Agency Performance Measures

1. All local programs funded with AEL federal and state funds will meet or exceed core performance levels outlined in the State Plan.
2. Should local programs fail to meet or exceed core performance levels, they will be required to work closely with Department staff to develop a program performance improvement plan of action for the following year.
3. If the program performance improvement plan of action does not bring about positive results, a hearing will be held to consider termination of the local program.

Performance Measures and Benchmarks

1. Core Indicator #1: Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills. (See Appendix B)
2. Core Indicator #2: Placement in, completion of, or retention in post-secondary education, training, unsubsidized employment, or career advancement. (See Appendix B)
3. Core Indicator #3: Receipt of a secondary school diploma or its recognized equivalent. (See Appendix B)

5.2 Optional – Additional Indicators

Locally Derived Performance Measures

Local programs will have the option to implement performance measures in addition to those described above. (See Section 5.3 of the State Plan)

5.3 Levels of Performance

State Specific Performance Measures for Local Programs are:

1. Increase enrollment.
2. Increase the number of students attending 12 hours or more.
3. Increase the number of students who attended AEL classes 12 hours or more and earned a GED.
4. Increase the passing rate for the GED test.

5. A minimum of 80% of students enrolled will be pre-tested in the areas of math, language, or reading.
6. A minimum of 55% of students pre-tested and staying 12 hours or more will be post-tested in the areas of math, language, or reading.
7. A minimum of 5% of the target population will be served by the program each year. (See section 2.0 & Appendix E of the State Plan)

5.4 Factors

1. Performance levels may be adjusted for funded programs based on factors such as those listed below to the extent those adjusted levels promote improvement in performance.
 - Characteristics of participants
 - Services and instruction to be provided
 - ESL students

5.5 Performance Measures for Adults Participating in Family Literacy Programs

Performance criteria for Missouri adults enrolled in Family Literacy programs partially or fully funded by the AEL Section of the Department, are the same as for those adults enrolled in regular AEL programs. The Core Follow-up Outcome Measures required by the National Reporting System (NRS) are: 1) Completed an Educational Functioning Level, 2) Entered Employment, 3) Retained Employment, 4) Obtained a GED or Secondary School Diploma, and 5) Entered Postsecondary Education or Training. Additional, but not required, performance measures that may be reported are: 1) Increased Involvement in children's education (help more frequently with school, increased contact with children's teachers, more involved in children's school activities) and 2) Increased involvement in children's school activities (reading to children, visiting library, purchasing books or magazines).

5.6 Locally Derived Performance Measures

Local programs will have the option to implement performance measures in addition to those described above. (See Section 5.3 of the State Plan)

5.7 Further Information

1. The State Workforce Investment Agency (the Missouri Division of Workforce Development, Department of Economic Development) will be implementing the Common Measure performance indicators that are aligned with the currently applicable WIA Performance Measures according to the U.S Department of Labor Planning Guidelines.

2. Missouri received an Incentive Funds Grant for Program Year 2003 and 2004 performance. The application for these funds was prepared in cooperation and submitted with the agreement of all partners involved. Any future Incentive Funds Grant availability will be prepared with the same process and procedures.

6.0 PROCEDURES AND PROCESS FOR FUNDING ELIGIBLE PROVIDERS

The state will extend current grants for one year.

6.1 Applications will be competitive, open and available to all eligible applicants and will address the following items:

1. The degree to which the local provider will establish measurable goals for participant outcomes.
2. The past documented effectiveness or demonstrated ability of an eligible provider in improving the literacy skills of adults and families.
3. The documented success of an eligible provider in meeting or exceeding the Department's approved performance measures under section 212 of the Act, especially with respect to those adults with the lowest levels of literacy for a minimum period of one year.
4. The commitment of the eligible provider to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills and persons with special needs.
5. Whether or not the program:
 - a. Is of sufficient intensity and duration for participants to achieve substantial learning gains; and
 - b. Uses instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read.
6. Whether the activities are built on a strong foundation of research and effective educational practice.
7. Whether the activities effectively employ appropriate advances in technology, including the use of computers.
8. Whether the activities provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship.
9. Whether the activities are staffed by well-trained instructors, administrators, and other appropriate professional staff.
10. Whether the activities are coordinated with other available resources in the community, such as by establishing strong links with elementary schools and secondary schools, post-secondary educational institutions, one-stop centers, job training programs, and social service agencies.

11. Whether the activities are offered with flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.
 12. Whether the program maintains a high quality information management system that has the capacity to report participant outcomes and to monitor program performance against the local provider's performance measures.
 13. Whether the local communities have a demonstrated need for additional English Literacy programs.
- 6.1.2 Plan Contents: In developing the local plan, and any revisions to the local plan content the local provider shall include:
1. An objective assessment of the needs of individuals in areas to be served by AEL activities, including individuals most in need or hardest to serve. (See Section 2.0 of the State Plan)
 2. A description of the AEL services that will be carried out with any funds received under this Act. (See Section 3.0 of the State Plan)
 3. A description of how the local provider will evaluate annually the effectiveness of the AEL activities based on the performance measures described in Section 212 of the Act. (See Appendix F)
 4. A description of the performance measures described by the state and how such performance measures will ensure the improvement of AEL activities in the State. (See Section 5.0 of the State Plan) (See Appendix B)
 5. A description of how the local provider will fund local activities in accordance with the considerations described in Section 231 (E) of the Act.
 6. A description of the process that will be used for public participation and comment with respect to the local provider's plan. (See Section 9.8 of the State Plan)
 7. A description of how the local program provider will develop program strategies for populations that include at a minimum: (See Section 8.0 of the State Plan)
 - a. Low-income students
 - b. Individuals with disabilities
 - c. Single parents and displaced homemakers
 - d. Individuals with multiple barriers to educational enhancement, including individuals with limited English proficiency

8. A description of how the AEL activities that will be carried out with any funds received under this Act will be integrated with other AEL, career development, and employment and training activities in the State or outlying area served by the local program provider.
9. A description of the steps the local provider will take to ensure direct and equitable access as required in Section 231 (C) (1).
10. Description of how local program provider will serve special needs students.

6.2 Eligible Providers for a grant or contract may include:

1. A local educational agency.
2. A community-based organization of demonstrated effectiveness.
3. A volunteer literacy organization of demonstrated effectiveness.
4. An institution of higher education.
5. A public or private nonprofit agency.
6. A library.
7. A public housing authority.
8. A nonprofit institution that is not described in any of these subparagraphs and has the ability to provide literacy services to adults and families.
9. A consortium of any otherwise eligible agencies, organizations, institutions, libraries, or authorities.

6.3 Notice of Availability

Notice of program and funds availability will be made in at least 2 major newspapers that have state-wide circulation and the Invitation for Bid Application was also placed on the Department's website. The Missouri Office of Administration has established guidelines and procedures for the selection and awarding of contracts.

6.4 Applications must be submitted on the date stated in the notice referenced in Section 6.3.

6.5 Evaluation of applications will be made by impartial readers using guidelines to objectively evaluate the application and will at a minimum consider the following:

1. Applicants must establish measurable program goals. (See Appendix B)

2. Applicants must document in objective, quantifiable and measurable form their past program effectiveness or demonstrate their ability to provide AEL services to adults.
3. Applicants will be evaluated in terms of how the program will serve individuals in the community who are most in need of literacy services.
4. Applicants must describe that the local program is of sufficient intensity and duration for participants to achieve substantial learning gains.
5. Program activities are built on a strong foundation of research and effective educational practice.
6. The program effectively employs appropriate technology including the use of computer assisted instruction.
7. Activities are related to real life situations and ensure that a student will have the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship.
8. The program is staffed with state certified instructors, administrators and other necessary professional educators.
9. The program coordinates its activities with other available resources such as with elementary and secondary schools, post-secondary education programs, area vocational - technical schools, Missouri Career Centers (One-Stop Centers), job training programs, and social service agencies.
10. Provide coordination between the program and other agencies in the area being served.
11. The program maintains a high quality information management system that reports student outcomes and monitors local program performance against the local provider's performance goals.
12. The local community needs for additional English Literacy programs are identified and met.

6.6 Special Rule – not applicable

6.7 Funding Formula

Funding is based upon the following:

1. Core Funding

The core funding formula provides most of the dollars to Missouri's AEL programs. The funds which are driven by instructional time are distributed to grantees on an audited contact-hour basis and are intended to support "core" instructional and operational activities.

To maintain a fair and equitable funding formula, the “core” must be sufficient to support basic program operations. Therefore, the core funding calculations will be based on the previous four years’ totals of audited contact hours. Fifty percent (50%) of the calculation will be based on each local program’s total number of audited contact hours from the previous year. The remaining fifty percent (50%) of the calculation will be based on each local program’s previous three-year average (proceeding the previous year) of the total number of audited contact hours.

New applicants bidding for the AEL Grant must estimate the number of contact hours that will be generated for the upcoming fiscal year. Until the history of the exact number of contact hours for Core Funding is established from the auditing process, the budget will be based on the estimated amount of contact hours.

2. Performance Funding

The performance funding formula is based on the number of individuals who attained success through AEL programs and services. The best measures of AEL student progress are related to established performance measures. The recognized measures are GED Attainment and Literacy Level Advancement. The performance funding will be calculated from the total number of individuals multiplied by the attainment rate for each performance measure.

New applicants bidding for the AEL Grant must estimate the levels of advancement that will be completed for the upcoming fiscal year. Until the history of the exact number of students progressing is established from the data collection process, the budget will be based on the estimated amount.

3. Additional Allocations

Additional allocations may be made available during each fiscal year. These allocations may include, but are not limited to, funding based on a three year average of enrollment, funding based on a three year average of expenditures, One-Stop participation, distance learning, supplemental literacy or growth and expansion requests.

6.8 Each local applicant will include in its application the proposed steps to ensure equitable access to and participation in the AEL Program for students, teachers, and other program beneficiaries with special needs and with regard to:

1. Gender
2. Race
3. National Origin
4. Color
5. Disability
6. Age

7.0 PUBLIC PARTICIPATION AND COMMENT

7.0 Several planning meetings were held with representatives of the following agencies and partners to obtain input and guidance in developing the State Plan for AEL:

1. A broad cross section of potential service providers
2. Representatives from the Family Support Division.
3. Representatives of Even Start and Family Literacy programs
4. Post-secondary institutions
5. Job Training program representatives
6. Corrections
7. The State Plan was submitted to the Governor's office for review and comment. Any comments will be included as Appendix D to the State Plan.

7.3 A draft of the State Plan was placed on the Department's AEL webpage for review and comment.

7.4 The state conducted 5 public hearings on a regional basis.

7.5 The Missouri Employment and Training Council (MTEC) Executive Committee at its April 5th, 1999, meeting reviewed and favorably commented on the State Plan. The Executive Committee recommended that the State Plan be accepted by the full council. MTEC has been designated as the State's Workforce Investment Board.

7.6 A summary of all comments received will be included in Appendix D.

8.0 DESCRIPTION OF PROGRAM STRATEGIES

- 8.1 Innovative programs will be available where appropriate for use by students.
 - 1. Distance learning programs will be utilized for instruction.
 - 2. Local AEL programs will be encouraged to provide supportive activities such as phone tutoring, testing and classroom instruction for students enrolled in alternative instructional programs.
 - 3. Local AEL programs are planned for the five (5) years of the state plan.
- 8.2 Access to information and resources for programs serving ESL students can be located at Resources@MCCE (<http://missouricareereducation.org/res/index.html>).
- 8.3 Comprehensive computer assisted instructional programs will be available in areas of the state with limited access to computer assisted instruction through the use of lap top computers provided to local AEL programs.
- 8.4 Services will be provided in low income housing projects and institutions such as correctional centers and nursing homes by local AEL programs.
- 8.5 Facilities will be available to students with disabilities.
 - 1. Teachers will receive orientation to and special training in meeting the educational needs of learning disabled students. The PowerPath program is be used by many programs to screen students for learning disabilities.
 - 2. All programs will provide equal access to AEL services for handicapped students.
- 8.6 Local programs will be encouraged to use the Internet for distance learning where practical.
- 8.7 All activities under this section are planned for implementation during the one (1) year extension of this state plan.
- 8.8 All local providers will be encouraged to maintain services in Missouri Career Centers (One-Stop Centers), business and industry locations, and not-for-profit community based facilities.

9.0 INTEGRATION WITH OTHER ADULT EDUCATION & TRAINING

9.0 Local AEL programs will be represented on local Workforce Investment Boards.

1. AEL programs will be involved in and provide service at Missouri Career Centers (One-Stop centers) when practical.
2. AEL instruction will be provided as a component of Family Literacy programs in the state. The term “Family Literacy” means services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities:
 - a. Interactive literacy activities between parents and their children.
 - b. Training to obtain the necessary educational skills to become the primary teacher for and full partners in the education of their children.
 - c. Parent literacy training that leads to economic self-sufficiency.
 - d. An age-appropriate education to prepare children for success in school and life experiences.
3. Workplace Literacy as defined in Section 201 (18) of the Act, will be available to local businesses as a component of the AEL program. Workplace Literacy means literacy services that are offered for the purpose of improving the productivity of the workforce through the improvement of literacy skills.
4. AEL services will be coordinated with Temporary Assistance for Needy Families (TANF) and Missouri’s Career Assistance Programs to assure welfare recipients have the skills needed for employment and to become self-sufficient and productive citizens.
5. Local public and nonpublic secondary schools are required to provide lists of persons to the state AEL office who have dropped out of school for referral to local AEL programs in a timely manner. (Required by Missouri State Law 167.275, Section 167.275, Revised Statutes of Missouri.)
6. The Department will require all local funded AEL programs to establish advisory committees, which include representation from Workforce Investment Act programs.

9.2 State Unified Plan

1. Missouri submitted its Workforce Investment Act (WIA) plan to the U.S. Department of Labor in spring, 2000. The plan was approved and implemented on July 1, 2000. At this time, no decision has been made on the submission of a unified state plan.
2. There are fourteen (14) approved and designated Workforce Development Regions in Missouri. All of the Regions have approved Memorandums of Understanding (MOU) between workforce development partners, including local AEL programs. As required, these AEL programs have submitted a copy of the completed MOU as an addendum to their program plan. MOUs in each Region are annually reviewed, updated and/or amended as needed. The Department participated with state Workforce Development partners in developing and implementing an MOU Guide to facilitate the process.

10.0 DIRECT AND EQUITABLE ACCESS TO ADULT EDUCATION FUNDS AND PROGRAMS

- 10.1 All eligible applicants will use the competitive application process for program funds.
- 10.2 Applications will be read, evaluated, and scored by impartial readers. Applications receiving the highest scores will be funded as outlined in Section 6.7.
- 10.3 Funds will be allocated based on past performance and objectively measured needs.
- 10.4 Geographical service areas are defined as public K-12 school districts in the state of Missouri and state correctional facilities owned by the state and administered by a correctional superintendent.
- 10.5 One geographical area may have multiple service providers if:
 - 1. The total population exceeds 20,000 eligible students, OR
 - 2. Different service providers serve different populations.

Only one program per geographical area will be funded, with the exception of the aforementioned conditions. Multiple programs serving the same geographical area should negotiate a cooperative service agreement. If a cooperative service agreement cannot be negotiated between local service providers, the Department reserves the right to contact bidders for clarification of the bid to determine the most cost effective and best plan to serve eligible participants.

- 10.6 The Department conducted an Invitation for Bid (IFB) for services during the extension period of July 1, 2006 to June 30, 2007. The contract does include two (2) one –year renewal options contingent on satisfactory performance, funding availability, and elements within the Workforce Investment Act (WIA).

11.0 PROGRAMS FOR CORRECTIONAL EDUCATION AND OTHER INSTITUTIONALIZED INDIVIDUALS

11.0 AEL services to persons who are institutionalized or are in correctional facilities will be provided with not more than 10% of the 82.5% of federal funds made available for use by local providers and state agencies.

1. The types of Correctional AEL programs that may use federal AEL Act funds include:
2. Basic Education;
3. Special Education Programs (including learning disabled programs);
4. English as a Second Language classes; and
5. Secondary school level academic programs.

11.2 Priority for Workforce Investment Act funds will be to serve individuals who are likely to leave the correctional institution within five years or less of participation in the program.

11.3 Types of institutional settings:

1. Prison
2. Jail
3. Reformatory
4. Work farm
5. Detention center
6. Halfway house, community-based rehabilitation center, or other similar institution designed for the confinement and/or rehabilitation of other special populations

12.0 STATE LEADERSHIP AND ADMINISTRATIVE ACTIVITIES

12.0 The Department will use no more than 12.5% of federal funds for the following AEL activities:

1. The establishment or operation of professional development programs to improve the quality of instruction provided, pursuant to local activities required under Section 231 (b), including instruction incorporating phonemic awareness, systematic phonics, fluency, reading comprehension, and instructional assistance provided by volunteers or by other personnel.
2. The provision of technical assistance to eligible providers of AEL activities.
3. The provision of technical assistance, including staff training, to eligible providers of AEL activities to enable the eligible providers to improve the quality of such activities.
4. The support of State or regional literacy centers.
5. The monitoring and evaluation of the quality of, and the improvement in, AEL activities.
6. Incentives for program coordination, integration and/or performance.
7. The development and dissemination of curricula, including curricula incorporating phonemic awareness, systematic phonics, fluency, reading comprehension, and education strategies for special needs students.
8. Other activities of statewide significance that promote AEL.
9. Coordination with existing support services, such as transportation, child care, and other assistance designed to increase rates of enrollment in, and successful completion of, AEL activities.
10. Integration of literacy instruction and occupational skill training, and the promotion of linkages with employers.
11. Promotion of linkages with area vocational-technical schools and post-secondary educational institutions.

12.2 Description of Joint Planning and Coordination for Unified Plan Only

Not applicable. Missouri did not submit a Unified Plan.

- 12.3 The Department will provide the following activities to ensure equitable access to and participation in the AEL programs for students, teachers, and other program beneficiaries with special needs:
1. One key AEL certified teacher in each AEL program should be trained to screen and identify the needs of learning disabled students.
 2. All local programs will be required to provide equitable access to all program services for students, teachers, and other program beneficiaries.
 3. Orientation and training regarding the needs of special needs students will be provided to all teachers and administrators.
 4. ESL training workshops will be provided on a yearly basis for teachers to assure English language instruction for non-English speaking students.
 5. Funds will be provided to local AEL programs to provide teacher in-service training on how to meet the special needs of program recipients.
- 12.4 There are fourteen (14) approved and designated Workforce Development Regions in Missouri. All of the Regions have approved Memorandums of Understanding (MOU) between workforce development partners, including local AEL programs. As required, these AEL programs have submitted a copy of the completed MOU as an addendum to their program plan. MOUs are updated and revised annually in each Region. The Department participated with state Workforce Development partners in developing and implementing an MOU Guide to facilitate the process.
- 12.5 The state educational agency will use no more than 5% of the federal funds for the following AEL Act state administrative activities:
1. The development, submission, and implementation of the State Plan.
 2. Consultation with other appropriate agencies, groups, and individuals that are involved in, or interested in, the development and implementation of activities assisted under Title II of the Workforce Development Act.
 3. Coordination with other Federal and State education, training, corrections, public housing, and social service programs to prevent duplication of services.

12.6 Collaboration with Other Related Agencies and Programs

1. AEL, through local service providers, will provide adult literacy components to all local programs such as Even Start, Family Literacy, Workforce programs, English as a Second Language programs, Homeless programs, programs serving welfare recipients, citizenship programs, and other programs serving unemployed or under employed adults.
2. Local AEL staff should actively participate on boards and other similar bodies providing services to persons who need AEL.
3. The State AEL Section office will fund a monthly publication that will be mailed to persons who are involved in AEL. This publication will offer groups an opportunity to publish information about their agencies and activities in an effort to encourage coordination among agencies.
4. The following group's representatives were invited to attend planning meetings during the development of the state plan:
 - a. Local Literacy Providers
 - b. Even Start/Family Literacy
 - c. Volunteer Literacy agencies
 - d. Not-for-profit community-based organizations
 - e. Job Development and Training
 - f. Family Services (TANF)
 - g. Community College/higher education
 - h. Professional Adult Education and Literacy organizations

13.0 PROGRAM ADMINISTRATION

13.0 Local Administrative Cost Limits

1. Not less than 95% shall be expended for AEL services unless specifically approved by the State Director of AEL.
2. The remaining amount, not to exceed 5%, shall be used for planning, administration, personnel development, and interagency coordination.
 - a. **SPECIAL RULE:** In cases where the cost limits are too restrictive to allow for adequate planning, administration, personnel development, and interagency coordination, the eligible provider can mutually agree with the State Director of AEL in order to determine an adequate level of funds. No more than 5% of requested AEL Grant funds may be used for administration, however, an additional 16% may be requested and, if approved, used for administrative use. The total allowable percentage of funds that can be utilized for administration is 21% of the total budget.

Appendix A	Invitation for Bid (IFB)
Appendix B	Fiscal Year 2008 Adult Education and Literacy Performance Measures and Benchmarks
Appendix C	Local AEL Program Director's Guide
Appendix D	Governor's comments and comments of other individuals, agencies, and groups.
Appendix E	Statistics for the target populations for each school district in Missouri are available on the Department's website at: http://www.dese.mo.gov/schooldata
Appendix F	Adult Education and Literacy Annual Program Evaluation
Appendix G	Department of Elementary and Secondary Education Organizational Chart

**Adult Education and Literacy
Invitation for Bid (IFB) Application**

NO REVISIONS MADE

Adult Education and Literacy PROPOSED Performance Measures and Benchmarks for Fiscal Year 2008			
Core Indicator #1: Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills.			
Performance Measures	Actual Fiscal Year 2006	Target Fiscal Year 2007	Proposed for Fiscal Year 2008
Beginning Literacy 0 - 1.9 The percentage of adult learners enrolled in Beginning Literacy who completed that level.	41% of enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.	39% of enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.	42% of enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
Beginning Basic Education 2.0 - 3.9 The percentage of adult learners enrolled in Beginning Basic Education who completed that level.	39% of enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.	37% of enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.	40% of enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
Low Intermediate Basic Education 4.0 - 5.9 The percentage of adult learners enrolled in Low Intermediate Basic Education who completed that level.	40% of enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.	38% of enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.	41% of enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
High Intermediate Basic Education 6.0 - 8.9 The percentage of adult learners enrolled in High Intermediate Basic Education who completed that level.	37% of enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.	41% of enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.	39% of enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
Low Adult Secondary Education 9.0 - 10.9 The percentage of adult learners enrolled in Low Adult Secondary Education who completed that level.	43% of enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.	48% of enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.	46% of enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
High Adult Secondary Education 11.0 - 12.9 The percentage of adult learners enrolled in High Adult Secondary Education who completed that level.	No standard for Fiscal Year 2006	No standard for Fiscal Year 2007	No standard for Fiscal Year 2008

Performance Measures	Actual Year 2006	Target Year 2007	Proposed for Fiscal Year 2008
<p>Beginning ESL Literacy</p> <p>The percentage of adult learners enrolled in Beginning ESL who completed that level.</p> <p>[CASAS (Life Skills): 165-180; SPL (Speaking): 0-1; SPL (Reading and Writing): 0-1; Oral Best: 0-15]</p>	46% of beginning literacy (ESL) enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.	48% of beginning literacy (ESL) enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.	48% of beginning literacy (ESL) enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.
<p>Beginning ESL</p> <p>The percentage of adult learners enrolled in Beginning ESL who completed that level.</p> <p>[CASAS (Life Skills): 181-200; SPL (Speaking): 2-3; SPL (Reading and Writing): 2-4; Oral Best 16-41]</p>	33% of beginning ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.	No standard for Fiscal Year 2007	No Standard for Fiscal Year 2008
Low Beginning ESL (new Fiscal Year 2007)	No standard for Fiscal Year 2006	35% of low beginning ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.	35% of low beginning ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.
High Beginning ESL (new Fiscal Year 2007)	No standard for Fiscal Year 2006	36% of high beginning ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.	36% of high beginning ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.
<p>Low Intermediate ESL</p> <p>The percentage of adult learners enrolled in Low Intermediate ESL who completed that level.</p> <p>[CASAS (Life Skills): 201-210; SPL (Speaking): 4; SPL (Reading and Writing): 5; Oral Best: 42-50]</p>	38% of intermediate ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.	35% of intermediate ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.	38% of intermediate ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.
<p>High Intermediate ESL</p> <p>The percentage of adult learners enrolled in High Intermediate ESL who completed that level.</p> <p>[CASAS (Life Skills): 211-220; SPL (Speaking): 5; SPL (Reading and Writing): 6; Oral Best: 51-57]</p>	36% of high intermediate ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.	39% of high intermediate ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.	38% of high intermediate ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.
<p>Low Advanced ESL</p> <p>The percentage of adult learners enrolled in Low Advanced ESL who completed that level.</p> <p>[CASAS (Life Skills): 221-235; SPL (Speaking): 6; SPL (Reading and Writing): 7; Oral Best: 58-64]</p>	16% of low advanced ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.	20% of low advanced ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.	20% of low advanced ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.

High Advanced ESL The percentage of adult learners enrolled in High Advanced ESL who completed that level. <small>(CASAS (Life Skills): 236 and above; SPL (Speaking): 7 and above; SPL (Reading and Writing): 8 and above; Oral Best: 65 and above)</small>	No standard for Fiscal Year 2006	No standard for Fiscal Year 2007	No standard for Fiscal Year 2008
--	----------------------------------	----------------------------------	----------------------------------

Adult Education and Literacy PROPOSED Performance Measures and Benchmarks for Fiscal Year 2008			
Core Indicator #2: Entered employment.			
Performance Measures	Actual Year 2006	Target Year 2007	Proposed for Fiscal Year 2008
<i>The percentage of unemployed adult learners who have a goal of obtaining employment and enter the workforce.</i>	48% of unemployed adult learners enrolled (and in the workforce) will obtain unsubsidized employment.	50% of unemployed adult learners enrolled (and in the workforce) will obtain unsubsidized employment.	50% of unemployed adult learners enrolled (and in the workforce) will obtain unsubsidized employment.
Core Indicator #3: Retained employed.			
Performance Measures	Fiscal Year 2006	Target Year 2007	Proposed for Fiscal Year 2008
The percentage of adult learners who retained employment who had a goal of improved or retained employment.	73% of adults were retained on the job or advanced on the job.	62% of adults were retained on the job or advanced on the job.	70% of adults were retained on the job or advanced on the job.
Core Indicator #4: Receipt of a secondary school diploma or GED.			
Performance Measures	Fiscal Year 2006	Target Year 2007	Proposed for Fiscal Year 2008
The percentage of adults enrolled who had a goal of passing the GED and earned a high school diploma or recognized equivalent.	32% of adults earned a high school diploma or recognized equivalent.	43% of adults earned a high school diploma or recognized equivalent.	43% of adults earned a high school diploma or recognized equivalent.
Core Indicator #5: Placement in postsecondary education or training.			
Performance Measures	Fiscal Year 2006	Target Year 2007	Proposed for Fiscal Year 2008
The percentage of adult learners who had a goal of entering postsecondary education and were enrolled for other academic or vocational programs at the postsecondary level.	38% of adult learners whose primary or secondary goal was postsecondary education or vocational training.	32% of adult learners whose primary or secondary goal was postsecondary education or vocational training.	35% of adult learners whose primary or secondary goal was postsecondary education or vocational training.

Local AEL Program Director's Guide

Available on AEL Webpage

http://dese.mo.gov/divcareered/ael_state_plan.htm

**This page will contain any comments received
from the Governor's office or other partners.**

NO COMMENTS RECEIVED.

Statistics for the target populations for each school district in Missouri are available on the

**Department's website at:
<http://dese.mo.gov/schooldata>**

NO REVISIONS MADE

AEL Program Reviews and Evaluations

Goal: The goal of the AEL MSIP process is continuous improvement of AEL programs. The federal government sets progressive goals for Missouri each year which the AEL programs must meet in order for the state to be eligible to receive incentive money. Meeting each year's federal goals will set an ever increasing target for programs. If programs meet the federal goals they will subsequently have to improve their ability to deliver quality services.

Process: The Process is broken down into two parts:

Yearly Review– Each year a program is expected to do a state required, self-evaluation. This evaluation will be centered on the federal performance goals set each year (ABE/ASE performance, ESL performance, GED Performance, Employment, and Post-Secondary performance, and state determined Post-Test Percentages). A program will have access to their performance numbers throughout the year and at the end of the year they must submit a written evaluation.

For each category, if the program has a positive category total the narrative will include answering “Explain why you feel your program excelled in this category?” and “How do you plan to improve?” for each category. If a program does not have a positive category total the local AEL director will respond to “What is keeping your program from meeting this target?” and “What is your plan to be successful in this category?”

Getting a self-evaluation in this form will allow the AEL section to review the program's detail in specific areas. We can mine those programs meeting the targets for best-practice data and areas needing improvement. If a category is missed, the program must respond until the program has a valid plan for improving. The improvement plan must identify specific changes the program will make to improve in the category.

Five Year Visit – At the program's regularly scheduled MSIP time a more thorough questionnaire (attached) will be sent requiring detailed information on a programs administration practices, teacher professional development, and advisory board assistance. This information will be reviewed along with the five past years of yearly self-evaluation to provide background for the visit. Any problem areas will be addressed during the visit.

Implementation:

Weighting – Different from K-12 Schools, each AEL program can be very different in what services it offers and what the demographics of the area require. Taking this into account; if a program's individual educational enrollment level does not meet at least 5% of the total enrollment that educational level is not used in the calculations. This corrects any disproportionate influence a very small number of students would have. If one enrollee makes performance the 100% would skew the other percents high just as the same enrollee not making performance (0%) would have a large negative impact.

Calculating – The federal targets do not view each local program discretely but looks at Missouri as an aggregated whole and looks at each education level compared to the target. The comparison to the target (positive or negative) is totaled. If the total is zero or greater Missouri has succeeded and if it is less than zero Missouri failed. A similar, weighted, method will be used with Missouri's programs. Instead of using each educational level we roll them into categories (Category 1 - ABE/ASE performance, Category 2 - ESL performance, Category 3 - GED Performance, Category 4 – Employment and post-Secondary performance, Category 5 – Post-Testing Percentages). This allows the AEL section a more targeted discussion with the programs.

Example 1

Program #1 Total Enrollment: 1273

Education Level	Enrolled	% of Enrolled	Completed	Weighted Result	Target	Difference
ABE Beginning Literacy	11	0%	2	N/A	28%	N/A
ABE Beginning Basic Education	77	6%	15	19%	36%	-17%
ABE Intermediate Low	196	15%	58	30%	39%	-9%
ABE Intermediate High	348	27%	83	24%	40%	-16%
ASE Low	132	10%	31	23%	50%	-27%

ABE/ASE Education Level	Target %	Weighted Result	Difference	Response Approval	Response
ABE Beginning	28%	N/A	N/A		
Beginning Basic Ed	36%	19%	-17%		
Intermediate Low	39%	30%	-9%		
Intermediate High	40%	24%	-16%		
ASE Low	50%	23%	-27%		
ABE/ASE Completion Category* - Total			-69%		

Example 2

Program #2 Total Enrollment: 232

Education Level	Enrolled	% of Enrolled	Completed	Weighted Result	Target	Difference
ABE Beginning Literacy	13	6%	3	23%	28%	-5%
ABE Beginning Basic Education	18	8%	14	78%	36%	42%
ABE Intermediate Low	30	13%	18	60%	39%	21%
ABE Intermediate High	75	32%	50	67%	40%	27%
ASE Low	36	16%	26	72%	50%	22%

ABE/ASE Education Level	Target %	Weighted Result	Difference	Response Approval	Response
ABE Beginning	28%	23%	-5%		
Beginning Basic Ed	36%	78%	42%		
Intermediate Low	39%	60%	21%		
Intermediate High	40%	67%	27%		
ASE Low	50%	72%	22%		
ABE/ASE Completion Category* - Total			+107%		

Example #3

Program #3 Total Enrollment: 3308

Education Level	Enrolled	% of Enrolled	Completed	Weighted Result	Target	Difference
ESL Beginning Lit	168	5%	77	46%	29%	17%
ESL Beginning	545	16%	209	38%	34%	4%
ESL Intermediate Low	374	11%	126	34%	38%	-4%
ESL intermediate High	272	8%	89	33%	38%	-5%
ESL Low Advanced	217	7%	33	15%	24%	-9%

ESL Education Level	Target %	Weighted Result	Difference	Response Approval	Response
ESL Beginning Lit	29%	46%	17%		
ESL Beginning	34%	38%	4%		
ESL Intermediate Low	38%	34%	-4%		
ESL intermediate High	38%	33%	-5%		
ESL Low Advanced	24%	15%	-9%		
ABE/ASE Completion Category* - Total			+3%		

AEL Yearly Review

Please provide a written response to each category below. Each category is totaled and if the total is less than zero your response must be approved by the state AEL office. Note: Total enrollment is defined as all students in a program, regardless of hours. A completed student is defined in federal guidelines as attending for 12+ hours and taking an approved pre and post-test.

ABE/ASE Education Level	Target %	Weighted Result	Difference	Response Approval	Response
ABE Beginning					
Beginning Basic Ed					
Intermediate Low					
Intermediate High					
ASE Low					
ABE/ASE Completion Category* - Total					

ESL Education Level	Target %	Weighted Result	Difference	Response Approval	Response
ESL Beginning Lit					
ESL Beginning					
ESL Intermediate Low					
ESL intermediate High					
ESL Low Advanced					
ESL Completion Category* - Total					

*Completions are percent of students achieving an education level gain over total enrolled. Increase is determined by pre and post testing showing at least one educational level gain. There are five education levels in this category. A level is included in the calculation only if it represents at least 5% of total program population. Difference percentage is a comparison between local outcome and federal target showing percentage change totaled down.

GED	Target %	Result	Difference	Response Approval	Response
GED Achievement					
GED Completion Category** - Total					

** Percentage is the number of students who have a primary or secondary goal of “Achieving H.S. Diploma/GED” that pass the GED over the total number students who have a primary or secondary goal of “Achieving H.S. Diploma/GED” in this program.

Employment, and Post-Secondary Levels	Target %	Result	Difference	Response Approval	Response
Entered Employment					
Retained Employment					
Entered Postsecondary					
Employment and Post-Secondary Completion*** - Total					

***Percentage is the number of students who have a primary or secondary goal of “Obtain Employment”, “Improve Employment”, or “College/Training” that obtain the respective goal through data match over the total number of students who have the respective primary or secondary goals. Difference percentage is a comparison between local outcome and federal target showing percentage change totaled down.

Post-Testing Percentages	Target %	Result	Difference	Response Approval	Response
ABE Beginning	55%				
Beginning Basic Ed	55%				
Intermediate Low	55%				
Intermediate High	55%				
ASE Low	55%				
ESL Beginning Lit	55%				
ESL Beginning	55%				
ESL Intermediate Low	55%				
ESL intermediate High	55%				
ESL Low Advanced	55%				
	55%				
Post-Testing Percentages - Total†					

†Post-Testing Percentages are measured against Missouri’s state plan of 55% post-testing of 12+ hour students who pre-test. Difference percentage is a comparison between local outcome and federal target showing percentage change totaled down.

**Missouri Department of Elementary
and Secondary Education
Organizational Chart**

NO REVISIONS MADE